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| **Week Of: April 27-May 1** | | | |
| Learning Intentions | Resources | Task | Success Criteria: |
| -explores and investigates objects and events in the environment  -recognizes changes in weather and some ways people and animals adapt to the seasons  -recognizes familiar animals and their characteristics and surroundings  -uses literacy skills to record observations  -uses numeracy skills to analyze observations | -print the attached word document or use a calendar that you already have  -pencil and crayons | **Task 1: Signs of Spring**  1. Click here to view and print the attached calendar  2. This will be an ongoing project. You may wish to post this calendar beside a window or a door so that you can record your observations about the signs of spring.  3. When you play outside, go for a walk, or look out the window, use your calendar to record the signs of spring that you notice. You can use pictures and words to record your observations. When you write a word, pull apart the sounds you hear and record the letters that you know.  4. At the end of each week, answer the following math questions:   * How many signs of spring did you notice this week? * Compare how many signs were for animals, plants or people. Which category had the most or least signs? Were any categories equal? | I Can independently:   * Make observations about my environment and surrounding * Record my observations * Use one-to-one correspondence to count and compare quantities |
| -Uses phonics and structural analysis: makes connections between letters and sounds  -participates in fine motor development tasks  -identifies and generates rhyming words | -paper, pencil  or items to make letters, such as playdough/string/  beans/pompoms… | **Task 2: Letters and Sounds**   1. Print or make letters to make the word ‘spring’. This is an interesting word because we hear the sounds, ‘s’, ‘p’ and ‘r’, but what about the ‘ing’ letters? This is an important group of letters because they all work together to make one sound. 2. When you think of words that rhyme with spring. Make a list of these words. Your list should have at least 3 items on it. When you say the word, pull apart the sounds you hear, and record the sounds you know. Do all of your rhyming words end with ‘ing’? 3. Can you turn action words into ‘ing’ words? For example, run becomes running, swim becomes swimming, etc. | I Can independently:   * Hear and talk about the sounds of words * Make connections between letters, sounds and words * Manipulate sounds and identify rhyming words * Form recognizable letters |
| -describes the characteristics of 3D objects and 2D shapes, and analyze the relationships among them  -begin to expand vocabulary (face)  -engage in tasks that promote spatial development | -paper, pencil  -house hold items that represent cubes and rectangular prisms  *Extension:*  *Playdough recipe and ingredients* | **Task 3: Cubes and Rectangular Prisms**   1. Find 1 example of a cube and a rectangular prism in your home.   Unknown.jpeg images.jpeg   1. Last week, you learned a new math word: face. A face is a flat surface on a 3D object. Draw a picture of the faces that you see on your cube and your rectangular prism. Remember that when you draw squares and rectangles, you need to stop your pencil to make the sharp corners. How many faces to do see on your cube? How many faces do you see on your rectangular prism?   *Extension: Make playdough (see the recipe below). Find a 3D item in your home and stamp it into your playdough. What 2D shapes did you just make in the playdough? Use your playdough to make spheres, cubes and rectangular prisms.* | I Can independently:   * talk about the properties of 2D shapes and 3D objects * begin to enhance mathematical vocabulary * compare 3D objects to items in my environment |
| -Uses phonics and structural analysis: makes connections between letters and sounds  -participates in fine motor development tasks | -Downloaded code  -Paper and pencil | **Task 4: Coded Message**   1. Click here to see the code. You can print this code, or leave it on your computer and solve it on a paper. Each picture represents a letter. For example, the tortoise represents the letter t. 2. Use the code to solve this spring time riddle. Before you solve the riddle, try to think of some ideas of what the answer could be.   What falls, but never gets hurt? | I Can independently:   * Hear the beginning sounds of familiar words * Form recognizable letters |
| -Records and shares personal experiences through images and print  -talks about and explains the meaning of their own pictures and print  -Makes connections between verbal language, text and images | -paper, pencil, colours  -refer to google meet or refer to the visuals attached to this task | **Task 5: Draw a story**   1. In our google meet, we talked about the important parts of a picture. These parts are important because they ensure that our picture has enough detail so that it tells a complete story that someone else can read and understand. If you were not able to attend our google meeting, or would like to review our important parts, please click here 2. Draw a picture that tells a story. Remember to draw with a pencil first and then colour your picture. When you colour your story, it’s important to think about the colours you choose so that people can read your picture.  * This story could be fiction or non-fiction. It could be about something you have done with your family, or something you wish you could do with your family; It could be a memory of something you did in school, or a trip you went on; it could be an imaginary story about an adventure.  1. When you finish drawing your story, add some letters and words. You could label items in your picture, use a speech or thought bubble to show what your characters are saying or thinking, or try printing a sentence. 2. Please send me a photo of your story! I would like to read your story and share it on our website so that others can read your story.   *Extension: video chat with a friend or someone in your family and tell them your story.* | I Can independently:   * Use pictures to record a story that others can read * Talk about the important parts of a story * Tell a familiar story to someone else |

Playdough Recipe

Ingredients:

1 cup of flour

¼ cup of salt

¾ cups of water

3 tbsp of lemon juice

1 tbsp of vegetable oil

Food colouring

* Put the water, oil and lemon juice in a medium non-stick pot and heat on medium heat on the stove (maybe even slightly lower heat depending on your stove).
* Add food colouring to the water mixture
* In a mixing bowl, combine the flour and salt
* After the water is hot, but not boiling, slowly add and mix the dry ingredients to the pot until combined
* Continuously stir until the ingredients are combined, dry out and begin to form a ball. If there are parts that seem a bit sticky still, just flatten the dough out and put the sticky side down on the bottom of the hot pot briefly. Flip back and forth frequently until it doesn’t seem sticky anymore. However, don’t cook it too long. It is better to be a bit undercooked as it will firm up as it cools down.
* Place on a sheet of wax paper until it cools down a bit. Then knead the dough for a minute or two to bring it all together.